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ABSTRACT

The purpose of this paper is to aid curriculum development specialists, state leadership personnel, and local supervisors of trade and industry in evaluating curriculum and instructional materials development in cosmetology and barbering. Intended to help either the new or experienced teacher improve programs and identify useful instructional materials, this overview of current state licensing regulations and basic curriculum requirements in cosmetology and barbering includes a rationale, employment projections, descriptions of widely used curricular materials, and extensive teaching suggestions. Evaluation criteria used in selecting these examples of instructional materials are discussed. Resource lists and a bibliography are included. Educational needs for program development and teacher education in cosmetology and barbering are noted. (AG)

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INSTRUCTIONAL MATERIALS FOR COSMETOLOGY AND BARBERING

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INSTRUCTIONAL MATERIALS FOR COSMETOLOGY AND BARBERING

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Olive P. Scott
Chairman, Cosmetology Department
Cerritos College
Norwalk, California

ERIC Clearinghouse on Vocational and Technical Education
The Center for Vocational and Technical Education
The Ohio State University
1960 Kenny Road Columbus, Ohio 43210

1973

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MISSION OF THE CENTER

The Center for Vocational and Technical Education is an independent unit on The Ohio State University campus. It serves a catalytic role in establishing consortia to focus on relevant problems in vocational and technical education. The Center is comprehensive in its commitment and responsibility, multidisciplinary in its approach and interinstitutional in its program.

The Center's mission is to strengthen the capacity of state educational systems to provide effective occupational education programs consistent with individual needs and manpower requirements by:

- Conducting research and development to fill voids in existing knowledge and to develop methods for applying knowledge.
- Programmatic focus on state leadership development, vocational teacher education, curriculum, vocational choice and adjustment.
- Stimulating and strengthening the capacity of other agencies and institutions to create durable solutions to significant problems.
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FOREWORD

This publication should benefit curriculum development specialists and local supervisors of trade and industry in assessing curriculum and instructional materials and assist teachers in improving existing programs in cosmetology and barbering. The author provides an overview of current state licensing regulations and basic curriculum requirements. An annotated bibliography is provided in the areas of basic cosmetology, chemistry, grooming, hairstyling and hairshaping, wigs and hairpieces, and other related topics.

The profession is indebted to Olive P. Scott, Cerritos College, Norwalk, California, for her scholarship in the preparation of this report. Recognition is also due G. Earl Hay, Vocational Curriculum, the State Department, Albany, New York; Charles J. Moscarino, Ohio State Association of Journeymen, Barbers Guild and Beauticians, Cleveland; and Max Ringwalt, Columbus Beauty School, Columbus, Ohio, for their critical review of the manuscript prior to final revision and publication. Wesley E. Budke, Assistant Director, Information Utilization at The Center, coordinated the publication's development.

Robert E. Taylor
Director
The Center for Vocational and
Technical Education
ERIC Clearinghouse on Vocational
and Technical Education

INTRODUCTION

Career oriented education in general is experiencing a rapid increase, and this trend is expected to continue during the seventies. Job opportunities for newcomers to the fields of barbering and cosmetology are expected to be very good through the 1970's. Among the factors responsible for this expected employment growth are:

1. Population increase.

2. More frequent use of beauty salons as more women take jobs outside the home and family income levels rise.

3. Replacements needed as barbers and cosmetologists retire or stop working for other reasons.

4. The recent trend toward hair styling, facial, and scalp services for men.

These factors have contributed to the need for expanding training facilities and developing new facilities. Frequently the new vocational teacher has the challenge of developing a new program without the benefit of a similar established program within the school to serve as a model. He needs help in incorporating state board license requirements into job performance requirements. He needs help in determining what instructional units should be included in his course of study that are not required by his particular state board, but may be required to make his student employable in a full service beauty and men's hair-styling salon.

This document is designed to assist the novice teacher or the "old timer" in the search for something with which to get the program started or to upgrade or expand the present program. It is also hoped that it will provide a source of information for the vocational coordinator or regional occupational coordinator in the research and development of programs in barbering and cosmetology.

An ERIC document search for curriculum materials encompassed Research in Education (RIE), (1967 through 1971); Abstracts of Instructional Materials in Vocational and Technical Education (AIM) and Abstracts of Research Materials in Vocational and Technical Education (ARM), (1967 through Vol. 5, No. 1, 1972); and Current Index to Journals

in Education (CIJE), (1969 through March, 1971).

The amount of materials available on cosmetology and barbering in the ERIC collection is rather meager, especially on barbering. Therefore, non-ERIC literature pertaining to cosmetology is also reviewed in some detail in this paper.

STATEMENT OF THE PROBLEM

The purpose of this paper is to aid curriculum development specialists, state leadership personnel, and local supervisors of trade and industry in assessing the current "state" of curriculum and instructional materials development in the areas of cosmetology and barbering. It should also assist the new or experienced teacher in identifying useful curriculum offerings and instructional materials, to improve operating programs and to point out voids in existing curricula.

Description of the Program Area

Cosmetology. The objective of the cosmetology curriculum is to prepare students as general cosmetologists, sometimes identified as beauty operators, hairdressers, or beauticians. Such persons provide a variety of beauty services which relate to the hair, skin and nails. They shampoo, cut, style, straighten, permanent wave, bleach and tint hair. They give manicures, pedicures, scalp and facial treatments, makeup and facial analysis. They shape eyebrows and service wigs and hairpieces. Other duties include making appointments and cleaning and sanitizing equipment. Courses in salesmanship, salon management, personal grooming, state board rules and regulations, as well as some anatomy and physiology should be included in the basic cosmetology curriculum.

All states require cosmetologists to be licensed. To obtain a license a student must be a graduate of a state approved cosmetology program and in some states also present a certificate of good health. The cosmetologist must be at least 16 and in some states 18 years of age and have completed at least the eighth grade. In many states completion of the tenth, and in a few the twelfth grade is required for licensure.

Cosmetology training is offered by public and private vocational schools. Depending on the particular state, training requires from six months to two years and includes from 1,000 to 2,500 clock hours of instruction.

Training programs include classroom study, lectures, demonstrations and practical work. Students perform services on each other, manikins, or on patrons in the school laboratory or clinic.

Many states offer special licenses for manicurists and wig stylists which require fewer hours of training.

Barbering. A barbering curriculum should be designed to prepare students to provide the many services related to care of the hair, face and scalp. It should include hair and scalp treatments, shaving, facial massage, shampoos, hair coloring, cutting and hair styling. Barbers, sometimes referred to as haircutters, hair stylists or tonsorial artists, should also be able to fit and service hairpieces.

To obtain a state board license, which most states require, applicants must be graduated from a state approved barber school. An applicant must meet certain health requirements, be of a specific age and have completed at least the eighth grade. Most of the states require the beginner to start with an apprentice license. After working for one to two years as an apprentice, the barber, under the supervision of a registered barber, must take a second examination for a registered barber license.

Barber training is offered in public and private vocational schools. Depending on the particular state, training lasts from six to 12 months and requires from 1,000 to 2,000 hours of instruction.

The student studies the basic areas and, under supervision, practices these services on fellow students and customers in the school laboratory or clinic. The curriculum should also include the use and care of barber's instruments, anatomy, sanitation and hygiene, certain skin diseases, salesmanship and general business practices.

REVIEW AND ANALYSIS OF THE LITERATURE

This review and analysis focuses on curricula and curriculum development materials available in the field of cosmetology and to a much lesser extent, the field of barbering. Some emphasis is placed on the need of the programs and sources of additional information.

The constantly growing number of cosmetologists needed to fill job openings in the beauty industry during the 1970's indicates a need for continuing programs, expanding existing programs, and the establishment of new programs. Job needs for barbers in the 1970's are not well defined.

Projections in the Occupational Outlook Handbook, 1970-71 Edition

(U.S. Department of Labor, 1970) show that 20,000 cosmetologists will be needed each year to replace those lost through retirement, death, and occupational change. The same source indicates a need of 8,000 barbers for the same purpose.

Modern's Market Guide, 1967 Edition (Modern Beauty Shop Magazine, 1967) lists the number of beauty salons in the United States at 158,320. Alaska had the fewest number of salons for any state (95); and California the largest (13,510). In the 1972 edition, the total number of beauty salons in the United States had increased to 170,129. The beauty salons in Alaska had increased to 150 and in California to 16,009.

The barber industry appears to be at one of the lowest levels of business in its history because of the longer hair look among even the more conservative of the male population. However, men's hairstyling is gaining a foothold in the United States. An estimated 15 to 20 percent of the barbering industry is engaged in complete or semi-styling services (Modern Beauty Shop Magazine, 1972). Although the biweekly haircut is being ignored by more and more men, the man who has his hair styled is still visiting the barber salon every 12 to 15 days. Wigs and hairpieces have gained in popularity with men as well as women. The maintenance and fitting of wigs and hairpieces is another source of income for the "modern" barber. As barber shops change to full service professional barber salons, the need for upgrading classes for licensed barbers is evident.

A Study of Cosmetology in Wisconsin (Wisconsin State Employment Service, 1965) indicates that employment was obtained immediately after training by as many as 80 percent of those seeking employment. Over half of those not employed expected to return to work in the future, and felt they could readily find a job. The California State Board of Cosmetology is currently working on a similar survey.

This leads the author to believe that cosmetology and barbering offer opportunities for youth, and other interested individuals, to acquire skills and immediately put them to work. Licensed cosmetologists and barbers have marketable skills not only after the completion of their training, but later on, when the trained, but nonworking, individual decides to reenter the labor field.

CURRICULA AND CURRICULUM DEVELOPMENT

The primary goal of programs in vocational cosmetology and barbering is to achieve employment for participants. To some extent, state boards of cosmetology and barbering control the curriculum content and the occupational performance requirements. Trade advisory committees also help establish performance requirements for the job entry level of employment. The success of the instructional program is determined principally by the extent to which it contributes to students passing the state board examinations and securing employment in the personal services industry.

Basic curricula in cosmetology and barbering are designed to prepare the student as a general operator. San Mateo College (1968) prepared a curriculum guide which notes that salon owners and managers expect the basic training programs to be all inclusive. The acquisition of skills obviously connected with a cosmetologist's duties are the most important to salons. Understanding of the elements of color and design rank second with the salon owners.

The student should also be provided the opportunity to develop the business, personal and social qualities necessary for success in this work and to be a well adjusted member of society. According to Latino (1968), cosmetology is a very important industry in the United States. To operate a business in this area successfully, therefore, requires the basic fundamentals of mathematics.

The curricula reviewed is designed for adults in junior colleges or private schools, or for high school students. Though basic requirements are the same for both groups, the curriculum should be developed to fit the group it is serving. The curricula outlined in Cosmetology, Central High School, Grades 11 and 12, Curriculum Bulletin Number 268 (Cincinnati Public Schools, 1963) and Suggested Guidelines for Developing a High School Trade and Industrial Program in Cosmetology (Ohio State Department of Education, 1967) are designed for use with high school students in a two year program, while Allen's (1965) pre-employment curriculum was developed to use with adults in a junior college, three semester program. One preparatory barbering curriculum was developed for a one year pre-apprenticeship training program (Connecticut State Department of Education, 1963a,b,c). In another instance, a study guide was designed as a self-pacing tool for students in a cooperative program (Alabama University, 1963).

Training in cosmetology as a part of vocational education has undergone considerable expansion in recent years. Although states have differing requirements for hours of instruction, schools have varying program lengths; some programs are designed for high school students and some for adults, but the basic content is similar for all. The curriculum under review subdivides into instructional units. Most of the units assign a particular number of hours and one, A Suggested Instructional Guide in Cosmetology (New York State Education Department, 1968) also assigns a percentage of the total hours to particular segments of the curriculum.

EXAMPLES OF CURRICULUM AND INSTRUCTIONAL MATERIALS

The literature review exemplifies the more widely used curricula available. It does not assume to be all inclusive. The basic textbooks in cosmetology include the major instructional units. Both the practical and related information is included in the text. Most states require students to have one of the basic texts. Because the field of cosmetology changes rapidly, special subject manuals (such as hair styling) are published more frequently.

Basic Cosmetology - General

Colletti, Anthony B. Cosmetology - The Keystone Guide to Beauty Culture. New York: Keystone Publications. 1970. 287 pp.

The author of this basic cosmetology text deals with practical aspects of the occupation first, and this is followed by the related theory. The "why" as well as the "how" of the various practical operations is explained as the material is presented. A cartoon character calls attention to importart points throughout the text, providing an interesting and unique approach to a basic cosmetology textbook.

Grant, Florence. The Beautician. New York: McGraw-Hill. 1965. 83 pages.

Although this is designed as a basic cosmetology textbook, it is more limited in scope than most. It does not cover all the curriculum areas required by some states, for example: anatomy and physiology. The detail in some of the photographs does not show up as well as it should for clarity.

Kibbe, Constance V. Standard Textbook of Cosmetology. Bronx, New York:

Milady Publishing Corporation. 1972. 494 pp.

This basic textbook for cosmetology students covers all phases of cosmetology. It is designed for national use; therefore, it contains more material than some states require. The author has updated the hairstyling chapter of the 1972 edition, making it more useable than previous editions. This is probably the most widely used of the basic textbooks.

Student workbooks covering the practical and related portions of the textbook are available.

Milady Staff. The Van Dean Manual. Bronx, New York: Milady Publishing Corporation. 1965. 361 pp.

Cosmetology training is divided into three sections in this manual: theory, practice, and beauty culture in general. The content is similar to the Standard Textbook of Cosmetology (Kibbe, 1972), however it is not revised as often. Many of the charts and diagrams are the same in both books. Student workbooks covering the practical and related portions of the textbook are available. A Japanese edition is also published of The Van Dean Manual (Milady Staff, 1965).

Sullivan, Ethel M. Sullivan Beauty Manual. Orange, California: Sullivan Publishing Company. 1969. 281 pp.

Much of the content in this basic cosmetology textbook is presented in a question and answer format. Chemical straightening, thermal straightening and the servicing of wigs and hairpieces have limited coverage. The text is more widely used in the west than nationwide.

Chemistry

Lowman, Arnold. Chemistry in Your Beauty Shop. Los Angeles: Cardinal Laboratories, Inc. 1959. 132 pp.

The author, with a research background in the pharmaceutical, medical and biochemical fields, speaks with authority on chemistry in the beauty salon. Many fundamental facts are given on the composition and behavior of substances, the cold waving process, shampoos, cream rinses, hair tints and various other hair products. One chapter is devoted to dangerous chemicals used in the beauty salon.

_____. A Survey of Chemistry for Cosmetologists. Los Angeles: Cardinal Laboratories, Inc. 1959. 140 pp.

The theoretical aspects of beauty products are the main

concern here, while in Chemistry in Your Beauty Shop, Lowman (1959) covers the practical aspects of beauty salon products. The text provides a survey of the field of chemistry and it is recommended that the survey book be presented first.

Powitt, A. H. Lectures in Hair Structure and Chemistry for Cosmetology Teachers. Bronx, New York: Milady Publishing Corporation. 1971. 154 pp.

Powitt's series of 30 lectures is designed for teacher use. Fundamentals of chemistry and discussion of the changes that occur to the hair during the application of various chemicals are included. The lectures are illustrated with full-page, colored charts or diagrams. The text would be extremely helpful to any cosmetology instructor.

Sagarin, Edward. Cosmetics - Science and Technology. New York: Interscience Publishers, Inc. 1959. 1433 pp.

Sagarin describes cosmetic preparations, such as cleansing creams and lotions, hand creams and lotions, face powders, makeup, shampoo, bleaches, hair colorings, dye removers and perfumes. The raw materials, formulas, methods of manufacture and other special considerations are covered.

Part of the text is devoted to plant layout and equipment, quality control, patents and trademarks and the Federal Food, Drug and Cosmetic Act. It offers complete coverage of the cosmetic industry and is an excellent reference book for instructors teaching chemistry.

Swaton, Norman J. Chemistry for Cosmetology Students. Downey, California: Intron, Inc. 1969a. 127 pp.

This programmed text is designed to give cosmetology students enough knowledge of chemistry to understand what happens when hair is bleached, tinted or permanent waved.

The program is divided into five sections, each of which is a complete instructional unit. Each section is followed by a brief self-test. This is a well prepared program which should be easily understandable to students. A teacher's guide accompanies this programmed text (Swaton, 1969b).

Willat, A. F. Physics of Hair. San Francisco: The Willat Company. 1960. 81 pp.

Willat identifies the practical characteristics of hair and its environment for those who practice cosmetology. His book supplies cosmetologists with practical information about that portion

of the hair that protrudes from the surface of the skin.

Demonstrations measuring porosity, curlability, moisture content and strength of hair are outlined for those cosmetologists or barbers who have the desire to experiment and learn.

Grooming

Tolman, Ruth. Beautician's Guide to Beauty, Charm, Poise. Bronx, New York: Milady Publishing Corporation. 1964. 356 pp.

The text is divided into six sections: visual poise, wardrobe planning, personal grooming, figure control, social graces and success on the job. Most of the guide could be used by students in any grooming or charm class. The last section is designed especially for cosmetology students and includes salesmanship, telephone techniques and how to apply for a job in the beauty salon.

Six teacher's manuals are available to augment the textbook: Section One, "Visual Poise"; Section Two, "Wardrobe Planning"; Section Three, "Personal Grooming"; Section Four, "Body Perfection"; Section Five, "Social Graces"; and Section Six, "Success Insurance."

_____. Charm and Poise for Getting Ahead. Bronx, New York: Milady Publishing Corporation. 1969. 431 pp.

This grooming and charm book is designed to be used as a classroom text or a self-study guide. It appears to be revised more frequently than Tolman's (1964) other work. The content covered is similar in both books and the teacher's manuals noted above could be used with either text.

Zipp, Edith. Personal Improvement and Development for the Career Woman. Beverly Hills, California: Glencoe Press. 1970. 379 pp.

Zipp also designed her work to be used as a classroom textbook or self-study guide. It describes all phases of grooming, wardrobe planning and personal improvement necessary for the business or professional woman, as well as the career model. Zipp owned and operated her own modeling school and agency for over 10 years, so modeling is covered more effectively in this work than in Tolman's (1964, 1969) works.

Hairstyling and Hairshaping

All of the basic textbooks listed in the bibliography include sections on hairstyling and hairshaping. The hairstyling manuals are

usually more current than information in the basic texts.

American Beauty Career Service. The Art of Hairstyling. Salt Lake City, Utah: American Beauty Career Service. 1966. 71 pp.

The text includes haircutting, shaping and pin curls, finger waving, hair styling and advanced styling. The hairstyling chapter is broken down into three sections: sides, tops and backs. This gives the student the opportunity to create numerous styles by combining the three in various ways. The manual is well illustrated. The school name can be imprinted on the cover of the manual.

Augustine, Mary Lou. Directional Design, Basic Supplement. Menlo Park, California: Mary Lou Augustine Enterprises. 1971. 22 pp.

This supplement is intended to augment Augustine's 1968 work. It includes information on setting, "C" shaping, point of direction, back-combing for volume and indentation and basic styles.

_____. Styling with Directional Design. Menlo Park, California: Mary Lou Augustine Enterprises. 1968. 48 pp.

The author describes directional styling using "C" shapings. Photographs depict the step-by-step procedures for setting and combing 12 styles. Comb-out variations are given for several styles. The photographs are excellent and the manual well done.

Kawakami, Mary. The Art of Hairstyling. Provo, Utah: Press Publishing Company. 1963. 88 pp.

This text includes a microscopic evaluation of hair, brief evaluation of facial and body contours in relation to balance in styling, basic hairshaping, curl construction, roller formations, basic tops, sides and backs, eight styles and permanent waves to "wash and wear." The manual is well illustrated with step-by-step procedures for each style.

Passage, Leo, and Clegg, Robert. Entree to Hair Design. Chicago: F & L Publishing Corporation. 1965. 40 pp.

The pivot point system of hairstyling is described in this text. The authors include roller and curl techniques, fingerwaving, basic hair shaping and the setting pattern for several styles.

_____. Pivot Point: The Scientific Approach to Hair Design. Chicago: F & L Publishing Corporation. 1965 64 pp.

This is a basic text that describes the pivot point system of hairstyling. Numerous illustrations and photographs explain the concept of oblong, circle and oval shapes, curl and roller placement, volume and indentation, combination of circles and variations

of the oblong and oval shapes. It is an excellent basic reference for the pivot method of hairstyling.

Ponce, Sallie. Electrique Hairstyling. Hollywood: Collins Lithographers. 1959. 79 pp.

The author concentrates on shapings and curl structure. Photographs show the step-by-step procedure used in basic curl structure. Thirteen styles are used to teach the combinations of curls and shapings. Ponce uses cross combing and stretching to complete the comb-outs.

_____. Style Expressions. San Mateo, California: Ponce, Inc. 1962. 52 pp.

The manual includes the setting procedure and the finished comb-out for 15 hairstyles. Three views are shown of each set and completed comb-out. Ponce does not explain the setting or comb-out procedure of the styles. The licensed cosmetologist should find the manual more usable than the basic student.

_____. Styling Techniques. San Mateo, California: Ponce, Inc. 1966. 51 pp.

The author describes shapings, curl structure and roller placement. The text includes basic sculpture curls, stand-up curls, flare curls, wave curls, barrel curls and spiraled and draped roller action. Nine styles provide practical application for the techniques presented. It should be more helpful to the student than Ponce's 1962 work.

Ross, Charles. The Essentials of Hair Design. U.S.A: Beauty Career Publications. 1966. 120 pp.

This hairstyling text is divided into three parts: cutting, setting, and styling the hair. The author describes the materials and equipment used in hairstyling. The correct use of the equipment and proper hand positions are well illustrated. Basic shapings, curl structure, roller placement, angles and neutral lines receive special attention from Ross. This constitutes an excellent reference book for instructors and students as well as a basic hairstyling text.

Syprett, Comer. "Flirtation" Trend. Hollywood: Marinello-Comer. 1964. 28 pp.

In this manual, 14 hairstyles are considered. Each style is illustrated with five photographs of the completed style. A supplement contains the setting and comb-out procedures for each style, therefore the manual could be used as a collection of hairstyles to show the patron.

_____. New Trend for '66. Hollywood: Marinello-Comer. 1965. 28 pp.

The manual is identical in format to Syprett's 1964 work. The author presents 14 new styles in the same manner as his earlier work.

_____. The New Trends for '67. Hollywood: Marinello-Comer. 1966. 31 pp.

Syprett uses the same technique as in his 1964 and 1965 works to introduce 14 additional styles. Again, the dual purpose of the publication is helpful to the cosmetologist and student.

_____, and Doran, Grace. Treasures in Hairstyling. Hollywood: Comer and Doran. 1960. 95 pp.

Shapings and basic curls, fingerwaving, skip waving and curl waving are included in this basic hairstyling text. Photographs depict the step-by-step procedure. The authors present 16 styles to provide practical application for the student. The instructor as well as the student should find this work useful.

Victor, James, and Peri, John. Coiffures California. Los Angeles: James Victor and John Peri. 1963. 20 pp.

The manual features a before and after study of two young women. Four interpretations are shown for each of the two basic sets. Makeup, haircoloring and hairstyling play a role in the finished product.

_____. The International Convertible Cut. Hollywood: Collins Lithographers. 1961. 44 pp.

The authors present a basic (convertible) razor haircut with several hairstyling variations. The text is illustrated by 65 photographs with step-by-step procedure.

Wagner, Franz, and Passage, Leo. Entree to Hair Design. Chicago: F & L Publishing Corporation. 1964. 40 pp.

The text includes some of the basic concepts of pivot that is included in Passage and Clegg's (1965) basic work. The authors present several styles that incorporate the pivot point method of hairstyling. The basic text should be more useful to the student.

Wigs and Hairpieces

Bisignano, Flavio. The Wig Story. Torrance, California: Flavio Bisignano Publications. 1962. 24 pp.

The manual includes a brief history of wig making, types of

wigs, and the cleaning, blocking, coloring, cutting and styling of wigs. The five illustrated styles are designed for short to medium length hair. The author does not include hairpieces in his text.

Botham, Mary and Sharad, L. Manual of Wigmaking. New York: Funk and Wagnalls. 1964. 112 pp.

The book is devoted solely to wigmaking. It contains a detailed explanation of the many and varied processes involved in the art and craft of boardwork. Many diagrams illustrate the text material which includes chapters on boardwork, preparation of hair, weaving, uses of hair wefts, variations of hair wefts, preparing the pattern, foundation making, knotting, and drawn-through partings. It should be an excellent resource for anyone interested in any form of wigmaking.

Hyman, Rebecca. The Complete Guide to Wigs and Hairpieces. New York: Grosset and Dunlap. 1968. 96 pp.

This guide is written in layman's terms and should prove helpful to anyone wanting general information about buying, fitting, setting, cleaning and styling wigs and hairpieces.

Nazzaro, Amedeo, and Nothaft, Frank. Wig Techniques. Jersey City, New Jersey: N & N Book Company. 1964. 241 pp.

The text is available in two forms--a permanent binding and as a looseleaf binding with supplements. The 13 chapters cover all phases of wig basics: coloring, wigmaking, repairs and maintenance and selling. The chapters on hairpieces, wigmaking and men's hairpieces would be of special interest to persons specializing in the subject of wigs.

Pierre, Theo. How to Style Hairpieces and Wigs. New York: Beauty Circle Books. 1965. 64 pp.

This text has been divided into three parts: hairpieces, wigs and synthetic hairgoods. The book describes the styling of wigs and hairpieces, but does not touch on construction or the like. A supplement shows the completed styles and could be used by the patron to select a style.

Ross, Charles. All About. Los Angeles: American Offset Printers. 1962. 24 pp.

The first part of the manual is devoted to basic wig procedure: cleaning, shaping and styling. The author uses the remainder of the manual to present four illustrated wig styles. Ross does not include hairpieces in his work.

Syprett, Comer. Wigs. Hollywood: Marinello-Comer. 1967. 72 pp.

Most of this book concerns the styling of wigs and hairpieces. Step-by-step photographs depict the setting and comb-out procedure of 18 styles with four views of each completed comb-out. Wefted wigs versus ventilated wigs, measuring for the wig, fitting, cleaning, coloring and shaping are outlined briefly.

Miscellaneous

Clairol. The Clairol Professional Encyclopedia of Haircoloring and Hair Care. Stamford, Connecticut: Clairol, Inc. Revised Edition, 1969.

In looseleaf style, this encyclopedia is indexed for easy reference. Supplements are issued periodically as new products and new techniques of haircoloring are introduced. It is set up to be used as a text or as a reference for all phases of haircoloring. The cosmetology student as well as the experienced haircolorist should find it useful.

Cordwell, Miriam, and Rudoy, Marion. Hair Design and Fashion: Principles and Relationships. New York: Crown Publishers, Inc. 1967. 288 pp.

The basic art principles that underlie all design are outlined in this work. It serves as a guide for those seeking further knowledge in hair design and its relation to fashion trends, physical structure, personality types and corrective styling for facial and figure faults. Effective speech and the organization and production of fashion shows are also discussed.

Corson, Richard. Fashions in Hair. New York: Hastings House Publishers. 1965. 701 pp.

Corson designed this test to serve as a practical handbook in producing historical plays, motion pictures and the like. It is well illustrated with a page of brief factual data accompanying each illustration. The text of the chapter includes information on the development of the styles. This well written text is for anyone interested in the history of hair design.

_____. Stage Makeup. New York: Appleton-Century-Crofts, Inc. 1960. 353 pp.

The first chapters of the text include an approach to makeup and character analysis. Techniques for using makeup to the best advantage are then discussed. The author includes makeup for television, platform, photography and facial makeup for character portrayal. The text is well illustrated and features a color chart in the appendix.

Fleck, Margaret B. Mathematics for Cosmetology. Bronx, New York: Milady Publishing Corporation. 1966. 97 pp.

Fleck offers a short review of elementary mathematics before attempting to solve problems pertaining to cosmetology and business. Many exercises and problems are provided for each of the review areas. Percentages, depreciation, interest, installment buying, salary and commissions, bank accounts, and insurance are also discussed. The information presented would also be useful to the barbering student or licensed barber.

Helene Curtis. How to Talk Beauty in French, Spanish, Italian, German and Japanese. Chicago: Helene Curtis Industries, Inc. 1965. 23 pp.

For those cosmetologists or cosmetology patrons going abroad, this compact handbook contains the international phrases of beauty used in the beauty salons in five languages.

Huss, Virginia. Modern's Answer Book. Chicago: Vance Publishing Corporation. 1965. 200 pp.

The author does not intend this to be a basic textbook for cosmetology students. Rather, it is a question and answer approach to problems which arise in the everyday performance of beauty salon services.

The questions were selected from the thousands received by the Modern Beauty Shop Magazine from individuals in the cosmetology industry. It provides a good review for cosmetology students of problems that may arise in the beauty salon.

Louis, M. Six Thousand Years of Hair Styling. Bronx, New York: Milady Publishing Corporation. 1939. 96 pp.

This encyclopedia of hairdressing traces the history of hair fashions in a clear and logical manner from the stone age to the twentieth century. The text is recommended for anyone interested in the history of hair dressing.

Redken/Lapinal. The Scientific Approach to Hair Coloring. Van Nuys, California: Redken Laboratories, Inc. 1970. 58 pp.

The text is divided into seven parts including chemical structure of hair, scientific haircolor, combining knowledge with application and formulas. The Redken/Lapinal haircoloring products are explained and comparison charts with other brands of tints are included. It offers a more technical approach to color than most haircoloring manuals. It would probably be more useful in advanced courses for licensed cosmetologists and barbers than in basic courses.

Robins, Harry. How to Make More Money in the Beauty Salon. St. Paul, Minnesota: McGill Graphic Arts Center. 1961. 103 pp.

Robins suggests positive ways to improve yourself and increase your salon income. Retail merchandising, how to advertise, and chemical analysis of the products used in the beauty salon are discussed. The book should be helpful to the salon owner, cosmetologist, barber and student.

Syprett, Comer, and Doran, Grace. Mystery of Makeup. Hollywood: Comer and Doran. 1957. 76 pp.

The authors present step-by-step makeup application for the various shapes of faces as well as day and evening makeup. Television, motion picture, and stage or character makeup application are included in the text. Each step of the application is illustrated.

University of California. Cosmetology and the Physically Handicapped; Courses and Objectives. Los Angeles: Division of Vocational Education, University of California; and Sacramento: Bureau of Vocational Education, California State Department of Education. 1971. 46 pp. VT 013 750, MF available in VT-ERIC Set ED 062 563.

The manual describes the behavioral objectives and instructional content guides developed at a cosmetology instructors' workshop for seven para-cosmetology occupations for the physically handicapped seeking employment in the cosmetology industry. The format identifies what the student will be given in the way of equipment, his performance, and the standard for the performance at the end of a learning period.

Two of the occupations identified, manicurist and electrologist, require a license in most states. The non-licensed jobs include wig maker, makeup specialist, receptionist, dispensary clerk and wig stylist. They do not require the physical stamina necessary for the cosmetologist. Some of the occupations could be mastered with limited manual dexterity and most of them do not require the individual to stand while performing the job. Some of the occupations identified could be completed from the confines of a wheelchair.

Wilcox, Ruth Turner. The Mode in Hats and Headdress. New York: Charles Scribner's Sons. 1959. 348 pp.

This comprehensive survey describes the changing styles in headgear from Egyption and classical times to the present. It includes styles of hairdressing and beards, earrings and necklaces and cosmetics used in each period. It would serve as a good reference for cosmetology and barbering students, illustrators, fashion designers and artists.

TEACHER EVALUATION

Written and performance competency examinations are used in most states for selecting candidates for teacher preparation in the trade and industrial programs.

Koenigsberg and Reilly (1968) selected for investigation the three most widely used examinations, auto mechanics, cosmetology and machine shop. The purpose of their investigation was to determine the reliability and validity of written and performance compentency examinations used in selecting candidates for teacher preparation in trade and industrial education programs. The following conclusions were drawn:

1. The feasibility and need for further revision and improvement of examinations exists.

2. There is a need for the establishment of a center for conducting the testing program for competency examinations and suggestions for the operation of such an office.

3. Further research concerning these examinations and other major questions in the field of vocational-technical education is necessary (Koenigsberg and Reilly, 1968).

EVALUATION CRITERIA USED

The criteria applied in this review are justified solely on the basis of the reviewer's personal judgment regarding what types of curriculum are required for a basic cosmetology program.

The systematic development of instruction is accomplished by the following:

1. Stating the behavioral objectives in a meaningful form.

2. Developing lessons and materials designed to meet these objectives.

3. Determining how well the objectives are met by developing some kind of a measuring tool.

4. Improving the course from these results.

Most of the literature reviewed did not employ this criteria. Allen (1965) used a systematic approach toward development of instruction. Teaching levels were used in developing the content, and sample questions that would help determine the level of instruction achieved by the students were included. The University of California (1971) developed courses for the physically handicapped which include the performance goals and the standard for measurement.

SUMMARY

The Vocational Act of 1963 (U.S. Congress, 1965) has been a major factor in increasing interest in vocational and career-oriented education at all levels. A problem of considerable concern is improving the efficiency and effectiveness of instructional methods within vocational education (Coffey, 1968).

Perhaps the most pressing requirement for cosmetology and barbering programs is the specification of educational objectives in terms of student behaviors that are observable and measurable. The potential for self instructional units is as great and perhaps greater in these areas than other vocational areas. Curricula should be developed to cope with the changes taking place in both occupations, particularly the barbering industry. It should be developed to prepare potential workers for existing occupational opportunities as well as new and emerging occupational opportunities.

There are some special requirements involved when developing curriculum for cosmetology and barbering, such as different licensing requirements for each state. Efforts are being made to eliminate some of these differences. Some states have reciprocal agreements, other states are currently working on such agreements. It is hoped that eventually one licensing examination will allow the individual to work in the state of his choice.

No educational system can supply the relevant level of skills and competencies required without receiving active feedback and support from persons associated with the occupations. State licensing agencies for cosmetology and barbering, and representatives from industry and educational institutions should work together to develop measurable educational objectives that would satisfy requirements for all states.

APPENDIX

Information Sources

Additional information about careers in beauty culture and state licensing requirements can be obtained from:

National Beauty Career Center
3839 White Plains Rd.
Bronx, New York 10467

The State Board of Cosmetology or its equivalent in each of the 50 states.

General information about cosmetology may be obtained from:

National Hairdressers and Cosmetologists Association
175 Fifth Ave.
New York, New York 10010

General information on training facilities and state licensing laws for barbers may be obtained from:

National Association of Barber Schools, Inc.
750 Third Ave.
Huntington, West Virginia 25710

Information on barbering is also available from:

Associated Master Barbers and Beauticians of America
219 Greenwich Rd.
P.O. Box 17782
Charlotte, North Carolina 28211

Journeymen Barbers, Hairdressers, Cosmetologists, and Proprietors' International Union of America
1141 North Delaware St.
Indianapolis, Indiana 46207

Periodicals

American Hairdresser/Salon Owner. Columbus, Ohio: Service Publications, Inc., monthly.

Modern Beauty Shop. Chicago, Illinois: Vance Publishing Corporation, monthly.

National Beauty School Journal. Bronx, New York: Milady Publishing Corporation, monthly.

Wigs & Hair Today. Santa Ana, California: Cowen Publishing Co, Inc., bi-monthly.

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[1]Bibliographical entries followed by an ED number are generally available in hard copy or microfiche through the Educational Resources Information Center (ERIC). This availability is indicated by the abbreviations MF for microfiche and HC for hard copy. Order from ERIC Document Reproduction Service, EDRS, P.O. Drawer O, Bethesda, Maryland 20014. Payment must accompany orders totaling less than $10.00.

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